



appendix A

teaching with the common core

teaching with the Common Core State Standards

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We've designed each DIY History module to reinforce the Common Core Standards adopted by the state of Connecticut (2010) and 44 other states. Connecticut schools will be fully implementing these standards in the 2013-2014 academic year.

The following charts detail each set of applicable Common Core Standards as envisioned across three different grade levels.

We've also included a separate column that shows how DIY History helps to foster these crucial core competencies. Do you have an idea or a suggestion? We'd love to hear about how to make this guide a better resource for Connecticut teachers and students!

Reading & Literacy in History/Social Studies Standards

Anchor Standard (R.1-R.10)	What does this look like in grade 6-8 social studies?	What does this look like in grade 9-10 social studies?	What does this look like in grade 11-12 social studies?	How does DIY History help foster these core competencies?
Key Ideas and Details				
Explicit & Implicit Meanings R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Participants examine both primary and secondary sources to better understand the lives of the Inductees profiled and the significance of their achievements. Activities and projects require that participants provide evidence to support the conclusions and interpret textual details in light of historical context and significance.
Main Ideas R.2 Determine central ideas or themes of a text and analyze their development; summarize	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source	RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key	RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary	Participants are presented with a variety of primary and secondary sources through which to determine the most salient

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the key supporting details and ideas.	distinct from prior knowledge or opinions.	events or ideas develop of the course of the text.	that makes clear the relationships among the key details and ideas.	details. Projects and activities require participants to summarize what they have learned and draw conclusions about the relationships between key people, ideas, and events.
Text Relationships R.3 Analyze how and why individuals, events or ideas develop and interact over the course of a text.	RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).	RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Participants are presented with information about multiple Inductees and their accomplishments. Projects and activities ask participants to synthesize this information to draw conclusions about historical events and time periods. Participants are also asked to use this information to better understand contemporary issues and events.
Craft and Structure				
Vocabulary R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.	RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Participants are challenged to determine the meaning of vocabulary specific to the theme(s) at hand and to explore what historical concepts and ideas meant to the figures who created, discussed, and interacted with them as well as how these ideas may have changed over time.
Text Structure R.5 Analyze the structure of texts,	RH.6-8.5 Describe how a text presents information (e.g.	RH.9-10.5 Analyze how a text uses structure to emphasize key	RH.11-12.5 Analyze in detail how a complex primary source is	Participants are presented with a variety of both primary and

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including how specific sentences, paragraphs and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.	sequentially, comparatively, causally).	points of advance an explanation or analysis.	structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.	secondary source texts and are asked to consider how they present information about the topic at hand.
Author purpose & perspective R.6 Assess how point of view or purpose shapes the content and style of a text.	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).	RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.	Through exposure to primary and secondary texts, participants learn about inductees and historical events and issues from a variety of perspectives. Projects and activities require participants to evaluate different points of view in an effort to form a complete picture of the issues and events under study.
Integration of Knowledge and Ideas				
Explicit & Implicit Meanings R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RH.6-8.7 Integrate visual information (e.g. charts, graphs, photographs, videos or maps) with other information in print and digital texts.	RH.9-10.7 Integrate qualitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.	RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Information is presented in a variety of formats, and participants are asked to integrate information from various sources to form a complete picture of the people, places, events, and ideas under study.
Argument & Support R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the	RH.6-8.8 Distinguish among fact, opinion and reasoned judgment in a text.	RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.	RH.11-12.8 Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.	Participants are presented with a variety of primary and secondary sources from multiple points of view. Projects and activities require participants to evaluate these differing perspectives

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evidence.				against one another and against other outside sources in order to understand historical people, ideas and events and relate them to the contemporary world.
<p>Working with Multiple Texts R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	R.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Participants are exposed to multiple primary and secondary sources relating to the topic under study. Projects and activities require participants to integrate information from these differing sources, examining how they portray the same events or people from different perspectives to come to a fuller understanding of the issues, people and events under study.
Range of Reading and Level of Text Complexity				
<p>Textual Complexity R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.	RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	Participants are exposed to a variety of text types including literature, poetry, informational, nonfiction, and historical selections. Additional text resources provide additional levels of complexity for varying age and ability levels.

Writing in History/Social Studies Standards

Anchor Standard (W.1-W.10)	What does this look like in grade 6-8 social studies?	What does this look like in grade 9-10 social studies?	What does this look like in grade 11-12 social studies?	How does DIY History help foster these core competencies?
Text Types and Purposes				
<p>Discipline-specific argumentative writing W.1 Write arguments to support claims in an analysis of substantive topics of texts using valid reasoning and relevant and sufficient evidence.</p>	<p>WHIST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHIST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHIST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHIST.6-8.1d Establish and maintain a formal style.</p> <p>WHIST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHIST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHIST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>WHIST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHIST.9-10.1d Establish and maintain a formal style and</p>	<p>WHIST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHIST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values and possible biases.</p> <p>WHIST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between</p>	<p>Projects and activities ask participants to use information from a variety of primary and secondary sources to construct arguments, provide supportive evidence, and express judgments in a variety of writing situations.</p>

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Anchor Standard (W.1-W.10)	What does this look like in grade 6-8 social studies?	What does this look like in grade 9-10 social studies?	What does this look like in grade 11-12 social studies?	How does DIY History help foster these core competencies?
		<p>objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHIST9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>claim(s) and counterclaims.</p> <p>WHIST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHIST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	
<p>Informative & explanatory writing</p> <p>W.2 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>WHIST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p> <p>WHIST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>WHIST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>WHIST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHIST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHIST.9-10.2c Use varied transitions and sentence structures to link the major</p>	<p>WHIST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHIST11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHIST11-12.2c Use varied transitions and sentence</p>	<p>Projects and activities ask participants to use information from primary and secondary sources to make judgments and generate complex ideas about the people, events and issues under study. Participants are also asked to present their ideas in a variety of formats using facts, details and quotations as well as appropriate style and conventions for the genre of writing.</p>

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	<p>WHIST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHIST6-8.2e Establish and maintain a formal style and objective tone.</p> <p>WHIST6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHIST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHIST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHIST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHIST11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHIST11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	
<p>Narrative W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Not applicable as a separate requirement in social studies. However, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>Not applicable as a separate requirement in social studies. However, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>Not applicable as a separate requirement in social studies. However, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	<p>Projects and activities ask participants to use details of Inductee stories, historical events, and time periods to reconstruct or imagine narratives accounts.</p>

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Production & Distribution of Writing				
Task, purpose & audience W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHIST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHIST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHIST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Projects and activities require that participants produce various types of writing keeping in mind the intended audience and assigned purposes.
Writing Process W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	WHIST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	WHIST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	WHIST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	While working on projects and activities, participants are asked to work collaboratively to revise writing projects, particularly focusing on specific purposes and audiences.
Technology W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	WHIST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	WHIST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WHIST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Projects and activities ask participants to use online and other technology sources to create and share work products and to collaborate with other participants.
Research to Build and Present Knowledge				
Research & Inquiry W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of	WHIST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating	WHIST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	WHIST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	Projects and activities ask participants to conduct multi-level research projects, generate their own research topics, and work collaboratively to solve

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the subject under investigation.	additional related, focused questions that allow for multiple avenues of exploration.	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	problems. They are asked to use multiple sources to investigate the topic and to synthesize their findings.
Relevant & Reliable Sources W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	WHIST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	WHIST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	WHIST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Projects and activities ask participants to examine multiple primary and secondary texts from both print and digital sources. Participants must consider the reliability of each source and integrate information into their projects, citing specific sources as appropriate.
Evidence for analysis & reflection W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	WHIST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	WHIST.9-10.9 Draw evidence from informational texts to support analysis, reflection and research.	WHIST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.	Projects and activities ask participants to use information from primary and secondary sources to support their own ideas and research about topics under study.
Range of Writing				
Routine Writing W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	WHIST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a	WHIST.9-10.10 Write routinely over extend time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a	WHIST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a	Projects and activities require participants to produce multiple kinds of writing in a variety of time frames and writing situations.

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Anchor Standard (W.1-W.10)	What does this look like in grade 6-8 social studies?	What does this look like in grade 9-10 social studies?	What does this look like in grade 11-12 social studies?	How does DIY History help foster these core competencies?
sitting or a day or two) for a range of tasks purposes, and audiences.	range of discipline-specific tasks, purposes, and audiences.	range of discipline-specific tasks, purposes, and audiences.	range of discipline-specific tasks, purposes, and audiences.	

Speaking and Listening Standards

Anchor Standard (SL.1-SL.6)	What does this look like in grades 6-8?	What does this look like in grades 9-10?	What does this look like in grades 11-12?	How does DIY History help foster these core competencies?
Comprehension and Collaboration				
<p>Working Collaboratively SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Grade 6 SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1b Follow rules for collegial discussions, set specific goals</p>	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Projects and activities ask participants to engage in a variety of discussion types, using what they have learned from primary and secondary sources to support their ideas, challenge others, and engage in constructive dialogue. Participants are encouraged to ask questions, solve problems, and take the lead in a variety of conversations pertaining to the topics under study.</p>

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Anchor Standard (SL.1-SL.6)	What does this look like in grades 6-8?	What does this look like in grades 9-10?	What does this look like in grades 11-12?	How does DIY History help foster these core competencies?
	<p>and deadlines, and define individual roles as needed. SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Grade 7 SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion</p>	<p>SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete task.</p>	

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	<p>back on topic as needed. SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>Grade 8 SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>			

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Anchor Standard (SL.1-SL.6)	What does this look like in grades 6-8?	What does this look like in grades 9-10?	What does this look like in grades 11-12?	How does DIY History help foster these core competencies?
<p>Analyzing Information SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Grade 6 SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.</p> <p>Grade 7 SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under scrutiny.</p> <p>Grade 8 SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Participants are presented with a variety of information from various media and formats, evaluating each source objectively and incorporating new information with prior knowledge.</p>
<p>Identifying Bias SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric.</p>	<p>Grade 6 SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are</p>	<p>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone</p>	<p>Projects and activities ask participants to examine information presented by a variety of sources to identify points of view and any potential bias exhibited in the source</p>

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Anchor Standard (SL.1-SL.6)	What does this look like in grades 6-8?	What does this look like in grades 9-10?	What does this look like in grades 11-12?	How does DIY History help foster these core competencies?
	<p>not.</p> <p>Grade 7 SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Grade 8 SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>		used.	material.
Presentation of Knowledge and Ideas				
<p>Presenting SL. 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>Grade 6 SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Grade 7 SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent</p>	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Projects and activities require participants to synthesize information and present their findings, judgments and analysis in focused, coherent formats that are appropriate for the task and communicative situation.

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	<p>descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Grade 8 SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>			
<p>Incorporating Visuals SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Grade 6 SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Grade 7 SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Grade 8 SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add</p>	<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.</p>	<p>Projects and activities ask participants to incorporate various multi-media and visual components into presentations of their research and analysis.</p>

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Anchor Standard (SL.1-SL.6)	What does this look like in grades 6-8?	What does this look like in grades 9-10?	What does this look like in grades 11-12?	How does DIY History help foster these core competencies?
	interest.			
<p>Adapting Speech SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Grade 6 SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English where indicated or appropriate.</p> <p>Grade 7 SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Grade 8 SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.9-10.6 Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Participants are asked to produce various kinds of speech to discuss learning, research and analysis outcomes in a variety of contexts, using audience and context appropriate communicative techniques.</p>